

ANALYZING STUDENTS' PERCEPTION ON 2013 CURRICULUM IMPLEMENTATION IN ENGLISH TEACHING LEARNING PROCESS

Deci Fajrianti, Hery Yufrizal, Deddy Supriady

fajrianti_d@yahoo.com

ABSTRACT

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang proses belajar mengajar pada pelaksanaan kurikulum 2013. Penelitian ini dilaksanakan dengan menggunakan desain quantitative dan qualitative. Sampel dipilih secara acak dengan menggunakan lotere yaitu 80 siswa dari kelas tujuh di SMP N 2 Bandar Lampung. Data diperoleh dengan menggunakan observasi dan kuesioner yang mencakup lima topik antara lain guru, metode pengajaran bahasa inggris, pendukung pembelajaran, evaluasi, dan belajar dalam lingkungan. Peneliti menggunakan nilai rata-rata dan standar deviasi dalam menganalisis data yang dikumpulkan. Hasil penelitian menunjukkan bahwa lima topik yang ada pada kuesioner memiliki persepsi positif dari para siswa. Yang pertama yaitu guru (56.56%), metode pembelajaran bahasa inggris (35.05%), pendukung pembelajaran (56.81%), evaluasi (55.71%), dan belajar dalam lingkungan (55.86%). Dapat disimpulkan bahwa kurikulum 2013 memiliki dampak yang baik pada siswa dalam proses pembelajaran.

This research was aimed to determine the students' perception about teaching learning process on the implementation of 2013 curriculum. This study was conducted by using quantitative and qualitative design. The sample was chosen randomly by using lottery that was 80 students at the seventh grade of SMP N 2 Bandar Lampung. The data were gained by using observation and questionnaire that covers on five topics such as: the teacher, English teaching method, learning support, evaluation, learning in environment. The researcher used mean and standard deviation in analyzing the data collected. The results showed that the five topics on the questionnaire had a positive perception of the students. The first is the teacher (56.56%), English teaching method (35.05%), learning support (56.81%), evaluation (55.71%), and learning in environment (55.86%). It can be concluded that the 2013 curriculum has a good impact on students in the learning process.

Keywords: implementation, perception, 2013 curriculum

INTRODUCTION

In order to improve the quality of education in Indonesia, the government continues to undertake various reforms in education. In order to improve the quality of education are needed a curriculum. The curriculum is an important element in every educational institution. Physically, the curriculum can be in form of a document containing a variety of components such as thoughts about education, the objectives to be achieved by the curriculum, the content is designed and should be mastered by the learners, a process that is designed to control the content, evaluation is designed to determine the ability stated in objectives, as well as other components. Oliva (1997:54) says that the curriculum is the heart of an educational process regarding to the physical elements involved in the process of education and non-physical elements such as the process of thinking, the process of information storage, the process of forming attitudes, the process of internalization or the process of forming habit that can only be known through a certain procedure and apparatus are believed to represent the construct in question.

Curriculum has a very important role as a guide to success for an educational system. Without suitable and appropriate curriculum, it will be difficult to achieve the goals and objectives of educational desire. The curriculum in Indonesia itself has been changing and developing over time from 1947 to 2013. The curriculum changes would be accompanied by the different educational goals, because in each of these changes there is a specific goal to be achieved to advance our national education. Although the curriculum has been changed from many years,

in fact, history records that any curriculum changes that occur have never been able to create improvements to the national education system is fundamentally and significantly positive impact, even excellence that is capable of lifting a positive image that is marked by the increasing quality of education in Indonesia. The latest curriculum for Indonesia's education is the 2013 curriculum. This curriculum change is obviously expected to be able to increase Indonesia's education in this globalization era.

In the implementation of 2013 curriculum, it has the pro and contra that arise from various parties, such as in the world of education and in the society, who questioned the importance of the implementation of the 2013 curriculum. The government says that in the period 2010-2035 this nation is endowed demographic bonus, which shows the number of productive age population is much larger than the unproductive. The presence of the 2013 curriculum will transform the national education. The 2013 curriculum will make Indonesia's young generation more creative, innovative, and characterized, so that in time can be used to prepare the Indonesian golden generation, the generation currently entering the nation's 100 years of independence in 2045.

The fear of the implementation of this new curriculum is perceived by educators in Indonesia, including the teacher itself. Most of the teachers are questioning the readiness of themselves, so it can be concluded that emergence of negative stigma towards the teacher come from themselves. Education and Culture Minister invites the teachers to do not underestimate the negative stigma that considers the

quality and competence of the teachers who cannot thrive. He also asks all the teachers to prove that they can develop the competence and quality and are not affected by the negative stigma that underestimate the ability of the teacher. It is not easy to make a perfect curriculum. Therefore, the teachers should realize that they must be a good driver when driving the 2013 curriculum. In addition to the teachers, parents also have the same sense of anxiety, in which parents fear about their children's future. They doubt with the curriculum changes that occur in the world of education in Indonesia. They assume that the 2013 curriculum is the school curriculum that is not necessarily successful, especially in the early years. And their children are in a position in which these children become the first object of the implementation of the 2013 curriculum. On the other hand, there are also many supports for this new curriculum, one of them come from Professor of the State University of Yogyakarta, Suyanto (2013:169) believes if a nation wants to create a curriculum that can deliver the learners become successful people, the curriculum must also provide a menu of learning which includes other aspects than intelligence, such as attitudes, behavior, personality, diversity, character, and muscle memory. It is found in the 2013 curriculum.

Although many doubts in this 2013 curriculum, Mohammad Nuh as Education and Culture Minister says that the implementation of the 2013 curriculum cannot be postponed and must be started in this new academic year, if it is not implemented immediately, the future generation of the nation into a great bet. The 2013 curriculum as an improvement of the previous curriculum which must be immediately enforced even if the public has not seen the results of the scientific

research that states the quality of our educational curriculum continues to decline due to errors existing curriculum (Hafis Abbas 2013:113).

The students are one of the most parts that feel the impact of a change in the curriculum. Because any changes to the curriculum in Indonesia is aimed for the sake of better outcomes for the students in Indonesia.

Considering the background above and regarding to the pro and contra that arise from this new curriculum, the researcher is going to investigate what are the students' perceptions about the implementation of the 2013 curriculum for seventh grade of junior high school.

METHODS

This research was quantitative and qualitative design. The researcher had done the observation and took some students to be sampled to answer the questionnaire. The researcher used closed-ended questionnaire. In this study, the researcher analyzed the students' perception on the implementation of the 2013 curriculum. The focus on the students' perception about the implementation of the 2013 curriculum such as: the teacher, English teaching method, learning support, evaluation, and learning in environment.

The subject of this research was the seventh grade in SMP N 2 Bandar Lampung. There were twelve classes consist of 20-25 students per class. To choose the

sample the researcher used a random-sampling technique by using lottery. And researcher took 80 students to answer the questionnaire.

In this research, the researcher also used mean and standard deviation as the process of drawing information from sampled observation of a population and making conclusion about the population. To collect the data, first the researcher observed the activities happened in the classroom to know the real situation in the class. To see the state of the learning process directly in the implementation of the 2013 curriculum as the method was used by the teacher. This observation used *Lembar Observasi Aktivitas Guru* to see teaching learning process in the class. This was done as supporting data from the questionnaire given to the students. Secondly, the researcher distributed a set of questionnaire. The questionnaires were developed based on five topics in the research questions. The questionnaire used Likert Scale question. There were 20 items to be answered by the students.

RESULTS AND DISCUSSION

The researcher was conducted by giving the questionnaire to the students and calculated the percentage of the number students' answers on five topics questions that were given to them. Based on the questionnaire, there were 17.64% of students' perception about the teacher who strongly agreed and 56.56% agreed. Those two categories show that the students felt the change of the teachers' performance in teaching English by using the 2013 curriculum. Meanwhile, 23.07% disagreed and 2.71% strongly disagreed did not feel a significant change in the way teacher taught by using the 2013 curriculum or not.

Table 4.2 The students' perception toward the teacher

Skor	Kategori Jawaban	Frekuensi	%
1	Sangat Setuju	156	17.64
2	Setuju	255	56.56
3	Kurang Setuju	66	23.07
4	Tidak Setuju	1	2.71

The students' perception on the teacher has a positive value for the students, where the students felt the significant changing of the teacher during teaching in the classroom by using this 2013 curriculum. It shows the teacher has done her role well as those described in Law no. 14 of 2005 "The teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate the students on early childhood education, formal education, elementary education, and secondary education." Whereas, according to Suparlan in his book entitled "*Menjadi Guru Efektif* ", revealing different things about understanding the teacher. According to Suparlan (2008:12), the teacher can be defined as people who have duties associated with the efforts of educate nation life in all its aspects, both of spiritual and emotional, intellectual, physical, and other aspects. We can conclude that the teachers are not only a teacher but also an educator who gives attention to his/her students, where the teachers as a bridge or facilitator to carry out the purposes of the curriculum in the students' learning process in order to develop the potential of the students.

There were 7.94% of the students' perception about English teaching method who strongly agreed and 35.05% agreed. Those two groups are the students were interested in teacher's way in using English teaching method. The rest, 7.18%

disagreed 0.25% strongly disagreed. The method used by the teacher made learning in the classroom more effective and fun.

Table 4.3 The students' perception toward English teaching method

Skor	Kategori Jawaban	Frekuensi	%
1	Sangat Setuju	63	7.94
2	Setuju	278	35.05
3	Kurang Setuju	57	7.18
4	Tidak Setuju	2	0.25

Students' perception on English Teaching Method also has a positive value of the students but not too significant. When researcher doing observation, the teacher taught about the descriptive text (animal's characteristics) where the method used is collaborative learning method, which is very enjoyable learning process for the students to collaborate with some of his/her friends to do the tasks assigned by the teacher. According to *Permendikbud No.65B th 2013* the teacher must pay attention to the learning process that should take place in an interactive, inspiring, fun, challenging, efficient, motivating the students to actively participate and provide enough space for innovation, creativity, and independence according to their talents, interests, and physical and psychological development of the students to increase students' competences. The method used by the teacher to make learning process more interesting, fun, and can enhance cooperation against each other. In order to make the lesson easily understand for the students, in 2013 curriculum the teachers are required to be able to creatively developing the material taught to make the lesson easily understand for the students.

There were 17.95% of the students' perception about learning support who strongly agreed and 56.81% agreed. Those two percentages show that the students

felt greatly helped by the use of learning support in the learning process. For the rest, 22.5% disagreed and 2.72% strongly disagreed. In teaching learning process, the researcher saw that the teacher used an attractive media, such as pictures.

Table 4.4 The students' perception toward learning support

Skor	Kategori Jawaban	Frekuensi	%
1	Sangat Setuju	79	17.95
2	Setuju	125	56.81
3	Kurang Setuju	33	22.5
4	Tidak Setuju	3	2.72

The table shows that the students felt the media were complete enough to support the teaching and learning process in the classroom. During observation, the teacher used picture as a learning support, then the teacher asked the students to explain the objects that exist in the picture. By using the media, the students feel more enthusiasm when studying. The students feel that the learning support in the classroom is very supportive for their learning process. It makes easier for the students to understand and carry out the tasks assigned by the teacher. As said by Purnamawati and Eldarni (2001:4) the media are anything that can be used to deliver a message from the sender to the receiver so, it can stimulate the thoughts, feelings, concerns and interests of students so that learning occurs. The effectiveness of the development or the use of media images in the teaching-learning process, also can be seen from the results of research conducted by Soeparno, et al., (1998:25) describes how students learn through images, as follows: (1) image is a teaching device that can effectively attract the students, (2) images must be linked to real life in order to attract students to be effective, and (3) images help students to read textbooks, especially in interpreting and remembering the content of material accompanying the text.

There were 22.14% of the students' perception about evaluation who strongly agreed and 55.71% agreed. Those two categories show that the students agreed with the evaluation given by the teacher was appropriate with students' ability. Meanwhile, 19.28% disagreed and 2.85% strongly disagreed. The teacher had been evaluated students activities during the learning process took place in the classroom.

Table 4.5 The students' perception toward evaluation

Skor	Kategori Jawaban	Frekuensi	%
1	Sangat Setuju	62	22.14
2	Setuju	78	55.71
3	Kurang Setuju	18	19.28
4	Tidak Setuju	2	2.85

According Djaali dan Pudji (2008:1) evaluation is a process of judging something based on criteria or goals that have been set are subsequently followed by the decisions of the object being evaluated. In this 2013 curriculum, the teacher can provide an assessment of the students during the learning process take place. The teacher is viewing student activities in the classroom. Such as when researcher looked at the ongoing learning process, the teachers used collaborative techniques which means the students should form groups to perform the tasks that the teacher give to them. When the students work in groups, the teacher noticed his/her students one by one to see the liveliness of each individual as well as the cooperation within the group. There are three types of curriculum evaluation in this 2013 that are Attitude Competency Assessment, Knowledge Competency Assessment, and Skills Competency Assessment. In this case the teacher uses the type of attitude evaluation competency assessment, where this technique of continuous assessment which is done by using the senses, either directly or

indirectly by using the observation that contains a number of indicators observed behavior.

There were 18.79% of the students' perception about learning in environment who strongly agreed and 55.86% agreed. Those two groups are the students who felt the environment support them in learning process. Then 23.27% disagreed and 2.06 % strongly disagreed. In observation the researcher saw that the environment in the class support the students to develop their ability in learning English.

Table 4.6 The students' perception toward learning in environment

Skor	Kategori Jawaban	Frekuensi	%
1	Sangat Setuju	109	18.79
2	Setuju	162	55.86
3	Kurang Setuju	45	23.27
4	Tidak Setuju	3	2.06

Learning environment according to Saroni (2006:82-84) everything that relates to where the learning process is implemented. This environment includes two main things, namely the physical environment and the social environment, both the environmental aspects of the learning process should be mutually supportive, so that students feel comfortable at school and following the learning process without pressure or compulsion. Meanwhile, according to Sidi (2005:148), the learning environment plays an important role in creating a fun learning atmosphere. School environment is very support for a good learning process for the students. With a good state of school environment, the students can learn active and comfortable at school.

From five topics (the teacher, English teaching methods, learning support, evaluation, and learning in environment) all have positive results, but for English teaching method has a slightly different value. That is because this school is already using the same methods before using this new curriculum. So, for the method itself, the students do not feel the changes are too significant, both before and after using this 2013 curriculum.

Basically curriculum is dynamic, because it is always influenced by the improvement; it means that the curriculum could be improved if there is a new statement about the teaching and learning process. For the success of this 2013 curriculum, many factors must be considered, because each school has their own obstacles in implementing this curriculum. The most important changes in the curriculum are educators. No matter how sophisticated the curriculum and how great the education system itself, without the quality of a good teacher, then it will not work. Therefore, improvement of the quality of schools and teachers is very important for the sake of the success of the 2013 curriculum.

CONCLUSIONS

Referring to the discussion of the research findings, the researcher draws the conclusion that all topics have a positive response from the students. Students' perception toward the teacher on the implementation of the 2013 curriculum is very good, where students felt progress in teacher performance in the classroom. With the amount of 56.56% agree that students liked the appearance of the teacher who can master class well.

English teaching method also has a positive result with 35.05% agree. This amount is the lowest result compared to the number of percentage other topics. This is because teachers are already accustomed to using existing methods on this 2013 curriculum. So, as the students do not feel anything different than before using this 2013 curriculum.

Learning support is felt greatly assist students in their learning process with a number of 56.81% agree. This school has a media that were complete enough to support the students' learning process. So, the media can facilitate the students to easily understand the lessons.

On the evaluation of learning results 55.86% agree, the students responded positively. The students realized that the teachers assess them individually. So, that they are motivated to display their abilities.

Students' positive perceptions also shown on learning in environment topic with 55.86% agree. They felt the environment in that school was support them to get a good learning situation. So, they enjoyed the learning process.

In accordance to the result and discussion, the researcher concludes that the students' perception on the implementation of the 2013 curriculum have positive perception which indicated by all the topics have high percentages in point strongly agree and agree with the better changes when using this 2013 curriculum.

In reference to the conclusion above, some suggestions are given as follows:

1. English teachers can develop a variety of learning materials by using the methods recommended in this 2013 curriculum to create engaging learning situation for students.
2. The teachers can give more motivation to the students so, they eager to learn English and also the teachers always provide an opportunity for the students to develop their skills when learning take place.
3. The research on the implementation of the 2013 curriculum was conducted in the pilot school for this research in SMP N 2 Bandar Lampung which has been supported in terms of the teachers, the media, the environment, as well as the students. So, for the implementation in this curriculum have good results. For further research, the researcher can conduct the research in the public schools that have a standard quality of the learning process under the international school to find the differences on the implementation of 2013 curriculum in that schools.
4. The other researcher can find out the perception of the teachers about the benefits and the obstacles on the implementation of 2013 curriculum.

REFERENCES

- Abbas, H. 2013. Pendidikan vs Perombakan Kurikulum. In Ibnu Hamad, *Kurikulum 2013 Tanya Jawab dan Opini*. Jakarta: Pusat Informasi dan Hubungan Masyarakat (PIH) Kementerian Pendidikan dan Kebudayaan.
- Djaali & Pudji, M. 2008. *Pengukuran dalam Bidang Pendidikan*. Jakarta: Grasindo.
- Oliva, P.F. 1997. *Developing the Curriculum*, 4thed., New York: Longman.
- Peraturan Menteri Pendidikan dan Kebudayaan. 2013. *Standar Proses*. Jakarta: Permendikbud 65B Tahun 2013.

- Purnamawati & Eldarni. 2001. *Media Pembelajaran*. Jakarta: PT Intan Perwira.
- Saroni, M. 2006. *Manajemen Sekolah*. Jogjakarta: Ar-Ruzz Media.
- Sidi, I. D. 2005. *Dari ITB untuk Pembaruan Pendidikan*. Jakarta Selatan: Teraju.
- Soeparno, dkk. 1998. *Media Pengajaran Bahasa*. Jakarta: PT Intan Perwira.
- Suparlan. 2008. *Menjadi Guru Efektif*. Yogyakarta: Hikayat Publishing.
- Suyanto. 2013. Kurikulum Pendidikan Haruslah Memberi Tantangan bagi Siswa.
In Ibnu Hamad, *Kurikulum 2013 Tanya Jawab dan Opini*. Jakarta: Pusat Informasi dan Hubungan Masyarakat (PIH) Kementerian Pendidikan dan Kebudayaan.